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# Developing an Asset Based Perspective on Immigrant Students

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**IMMIGRANT STUDENT SUCCESS:  
Models & Tools for K-12 & Adult Educators**

**Online Workshop**

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# The need for self-reflection

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- What do I bring to the conversation?
- What is my approach to my immigrant students?



# Why self-reflection?

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- To **analyze** beliefs, values, cultural practices (assumption analysis).
- To **be aware** of the specific context that create the assumption (contextual awareness).



# Why self-reflection?

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- To **imagine** alternative ways of thinking = “thinking outside the box” (imaginative speculation).
- To **question** patterns of behavior and interaction (reflective skepticism).

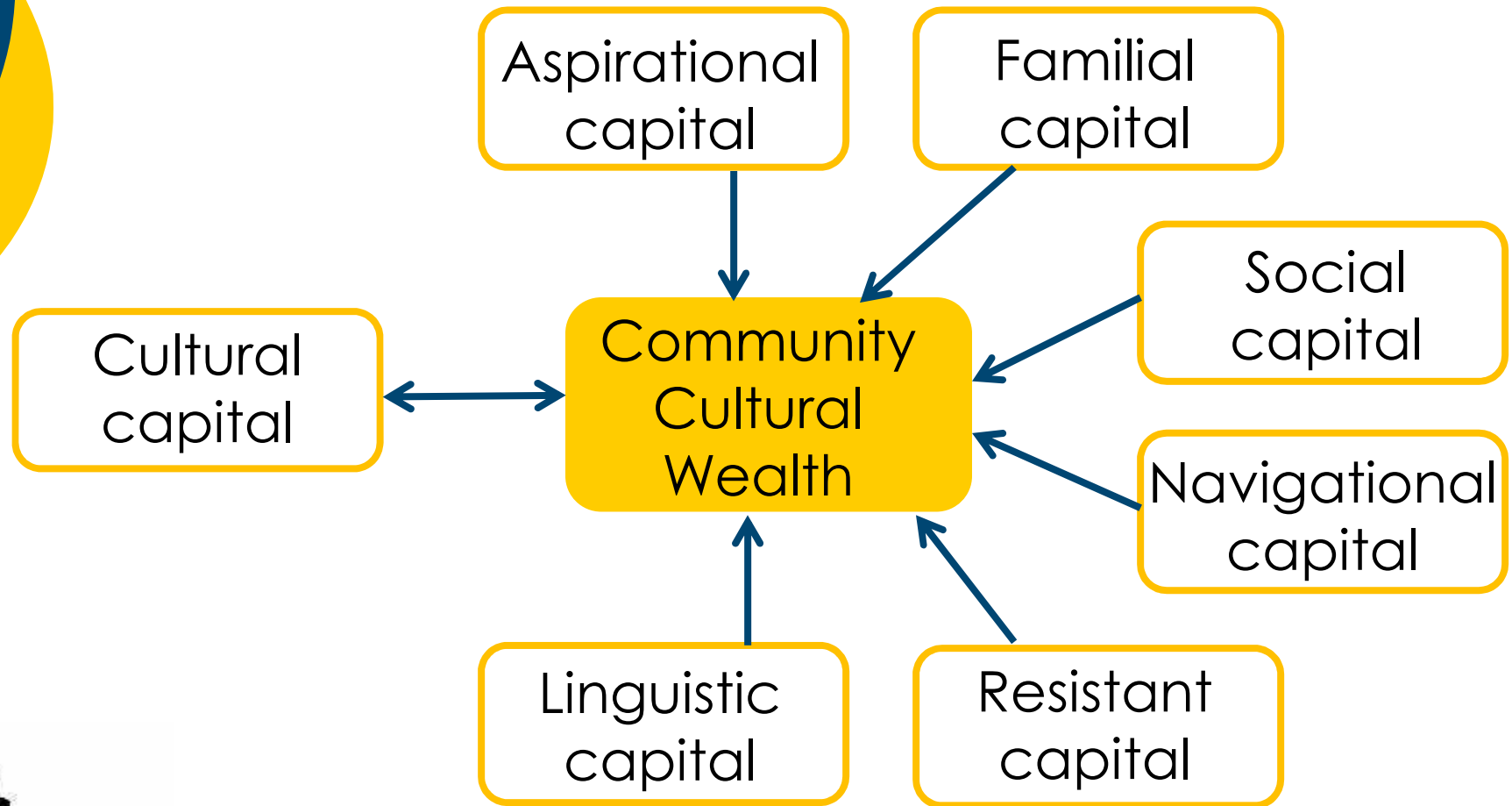


# The asset-based model

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- Builds on **data** and **stories**
- Focuses on potential and **strengths**
- Challenges deficit-based narrative

# Tara Yosso's Community Cultural Wealth model



From Tara Yosso's *Whose culture has capital? A critical race theory discussion of community and cultural wealth*, *Race Ethnicity and Education*, Vol. 8, No. 1, March 2005



# Mapping immigrant students' assets

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- Aspirations/Culture of Possibility:
  - Have high aspirations
  - Recognize value of education
  - Are hopeful about future
- Language:
  - Employ two or more languages
  - Engage with formal and informal modes of expression



# Mapping immigrant students' assets

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- (Extended) Family:
  - Family examples of strength & determination
  - Family encourages education
  - Recognize and embrace sacrifice made to attend school
- Social/Networks:
  - Form peer networks
  - Peer validation
  - Strong communities of origin





# Mapping immigrant students' assets

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- Navigational skills/Success:
  - Operate in liminal spaces (transition)
  - Cross multiple, distinct social contexts
  - Dislocate and relocate
  - Adapt to new culture
  - Develop inner strength; determination to succeed



# Mapping immigrant students' assets

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- Resistance/Resilience:
  - Resist stereotypes
  - Overcome hardships: poverty, lack of guidance and resources

# Mapping immigrant students' assets

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<https://www.youtube.com/watch?v=g6t5ija7h-o>

- What does Mai T. Yang bring to her classroom/school?



# Mapping immigrant students' assets

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- **INDIVIDUAL EXERCISE:** Using the presented model, find examples of assets/capitals that Mai T. Yang brings to her school/classroom.

Assets	Examples from Mai's story
Aspirations	
Language	
Family	
Social	
Navigational/Success	
Resistance/Resilience	



# Mapping immigrant students' assets

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- **SMALL-GROUP DISCUSSION:** Share and discuss how each asset does/can benefit your school/program or classroom?

Assets	How does/could this asset benefit my school/program, the whole classroom?
Aspirations	
Language	
Family	
Social	
Navigational/Success	
Resistance/Resilience	